DOCUMENT RESUME

ED 272 608 UD 025 000

TITLE	Project TRAIN, 1984-1985. OEA Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE	86
GRANT	G00-840-2152
NOTE	20p.
AVAILABLE FROM	Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Adult Education; *Bilingual Education Programs; *English (Second Language); High Schools; Immigrants; Limited English Speaking; *Parents; Program Effectiveness; *Program Implementation; *Second Language Instruction
IDENTIFIERS	New York (Bronx); New York (Brooklyn); New York (Manhattan)

ABSTRACT

Project TRAIN, in its first year of operation, proposed to offer 210 parents of New York City high school students of limited English proficiency (LEP) an opportunity to improve their own English language skills. The targeted language groups included Spanish, Haitian Creole, Khmer, and Korean. This was to have been achieved through regularly scheduled classes in English as a second language (ESL), General Equivalency Diploma (GED) preparation, computer-assisted instruction in ESL, and workshops on issues related to bilingual education. However, the project could neither be staffed nor implemented as proposed. Only 11 of the 14 proposed staff positions were filled. The program was to have been offered at four high schools and three community centers. To encourage parental attendance, the project also was to have provided childcare services. The project began operating at the Vanderveer Community Catholic Center in Brooklyn in September 1984; two other sites, Walton High School in the Bronx and the Haitian Neighborhood Service Center in Manhattan, began operations in January 1985. Three hundred thirty-one parents were served: 315 Haitians and 16 Hispanics. ESL classes were offered at all sites; GED classes were offered at Walton and the Haitian Center. No achievement data were available. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272608

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PROJECT TRAIN

1984-1985

OEA Evaluation Report

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. K. Minter

NYC Bd. of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-840-2152

PROJECT TRAIN

1984-1985

Project Director:
Mr. Angelo Gatto

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Manager
Jose J. Villegas, Evaluation/Planning Specialist
Mary Nicolaidis, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

A SUMMARY OF THE REPORT

Project TRAIN, in its first year of operation, proposed to offer 210 parents of high school students of limited English proficiency (LEP) an opportunity to improve their own English language skills. The targeted language groups included Spanish, Haitian Creole, Khmer, and Korean. This was to have been achieved through regularly scheduled classes in English as a second language (E.S.L.), General Equivalency Diploma (G.E.D.) preparation, computer-assisted instruction in E.S.L., and workshops on issues related to bilingual education. The program was to have been offered at four high schools and three community centers. To encourage parental attendance, the project also was to have provided childcare services.

The project could neither be staffed nor implemented as proposed. Only 11 of the 14 proposed staff positions were filled. These included the project director, two full-time parent training specialists, and the following part-time staff: five parent trainers, two babysitters, and an office aide.

The project began operating at the Vanderveer Community Catholic Center in Brooklyn in September 1984; two other sites, Walton High School in the Bronx and the Haitian Neighborhood Service Center in Manhattan, began operations in January 1985. Three hundred thirty-one parents were served: 315 Haitians and 16 Hispanics.

Supervised by the central office, all project activities were initiated by one parent training specialist and the Hispanic and Haitian parent trainers. Implementation also depended on the cooperation of the on-site administration in following proposed guidelines.

E.S.L. classes were offered at all sites; G.E.D. classes were offered at Walton and the Haitian Center. However, no achievement data were provided to assess project objectives in these instructional areas.

The following recommendations are offered for possible program improvement:

-- providing more direction and support from the project office;

-- monitoring the Vanderveer Community Catholic Center to assure more consistent services at this site;

-- determining the actual number of parents of LEP students at each site;

-- collecting and reporting data necessary to assess the objectives proposed.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Eulalia Cabrera, who has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	PROJECT DESCRIPTION	1
	Proposed Program	1
	Current Implementation	2
II.	PARTICIPANT CHARACTERISTICS	5
III.	FINDINGS	7
	Instructional Component	7
	Non-Instructional Component	10
IV.	CONCLUSIONS AND RECOMMENDATIONS	11

LIST OF TABLES

Table 1: Project TRAIN: Proposed Instructional Component. 9

PROJECT TRAIN
(PARENT TRAINING INSTITUTES OF NEW YORK CITY)

Central Office Location:	Office of High School Projects 1171 65th Street Brooklyn, New York 11219
Year of Operation:	1984-1985 First Year of Title VII Funding
Participants:	331 Parents
Participating Sites:	Walton High School, the Haitian Neighborhood Service Center, and the Vanderveer Community Catholic Center
Target Languages:	Spanish, Haitian Creole, Khmer, and Korean
Project Director:	Angelo Gatto

I. PROJECT DESCRIPTION

Proposed Program

Project Train is a multisite parent training project in its first year of operation. The project's basic goal is to offer parents of high school students of limited English proficiency (LEP) an opportunity to improve their own English language skills. It proposed to offer regularly scheduled classes in English as a second language (E.S.L.) and in General Equivalency Diploma (G.E.D.) preparation, as well as workshops on issues related to bilingual education. The project also proposed to develop computer-assisted instruction in E.S.L. to provide parents with "hands-on" experience and computer literacy, and to develop booklets to inform parents about bilingual education. It

ipate in classroom observations, school activities, and citywide and statewide meetings and conferences. It was believed that a better understanding of bilingual education would help parents to relate more effectively with their children.

TRAIN was to have served 210 Hispanic, Haitian, Cambodian, Chinese, and Korean parents at two high schools and four community centers. Fourteen staff members were to have implemented project activities. Finally, to encourage attendance, the program was to have included childcare services for parents of young children.

Current Implementation

By the spring of 1985, the project had been implemented at Walton High School in the Bronx, the Haitian Neighborhood Service Center in Manhattan, and the Vanderveer Community Catholic Center in Brooklyn.

In its first year, the project served 210 parents fully and 121 parents partially, comprising a total of 331 parents: 315 Haitian participants, of whom 287 attended the Vanderveer Community Catholic Center and 28 attended the Haitian Neighborhood Service Center; and 16 Hispanic participants, all of whom attended Walton.

The project was centralized under the jurisdiction of the High School Division of the New York City Public Schools. The project director, who headed six other Title VII programs, was responsible for administering the project, supervising staff, planning activities, and conducting parent workshops. The Title

VII staff also included one full-time parent training specialist and the following part-time staff: one Hispanic and four Haitian parent trainers, two babysitters, and an office aide (centrally located). In addition, in May 1985, a full-time Chinese-speaking parent-training specialist was hired to implement the Cambodian and Korean components of the project.

Because of the project director's many other obligations, the parent-training specialist had to assume some of the director's responsibilities, serving not only as resource and curriculum specialist, but also contributing to the overall administration of the program. With a doctorate in French, twenty years of experience with the Board of Education, and fluency in French, Creole and Spanish, she has been a major asset to this project.

The part-time Hispanic parent trainer, with several years of experience in bilingual education, was also involved in developing the project's Spanish component and in recruiting the parents. Together, the parent training specialist and the parent trainer were responsible for implementing the project.

The program's overall implementation and its instructional activities varied from site to site, depending on the nature of the host institution and the on-site director's philosophy of bilingual education. Of the three sites, only Walton High School implemented the project as proposed. Many participants in the Walton program had children who were enrolled in the school's bilingual program. In addition, the parent trainer at this site was affiliated with bilingual services offered at nearby DeWitt

Clinton High School. As a result, the school administration and staff were supportive of the program and organized an end-of-year event for graduating Hispanic bilingual students and their parents.

The other two sites did not have bilingual education services; they primarily served a population of young adults who were related to the high school students, but were not necessarily parents of LEP students.

The Haitian Neighborhood Service Center is located in Manhattan and offers many types of social services, such as immigration information, job training, and counseling. The assistant director of this center was very supportive of the program and viewed it as an asset to the center.

According to project staff interviewed at the Vanderveer Community Catholic Center, the center has its own philosophy for the operation of Project Train. The project followed the center's 26-week calendar, which consisted of three sessions during the year (fall session/10 weeks; winter session/6 weeks; and spring session/10 weeks). A new group of participants began each session. As a result, more participants were served than proposed, but there was no continuity of services to the same population throughout the year. During the spring session, the center served 287 new students.

II. PARTICIPANT CHARACTERISTICS

Parents who had at least one child participating in a bilingual program were the target group for the project. However, as previously stated, at the two sites not affiliated with a high school, many participants were adults who were not necessarily parents of LEP students.

The majority of the participants were recent immigrants who had come to the U.S. to benefit from economic and educational opportunities not available in their homelands. Most were strongly motivated to become proficient in English. One Haitian student, only eight months in the U.S., was learning English to be able to study engineering in college. According to program staff, it takes some time for participants to start understanding the American way of life and start overcoming language and cultural barriers.

The educational background, skills, and needs of the participants varied from site to site. According to the parent training specialist and staff, the participants in the Haitian Neighborhood Service Center program were young adults with an average age of 25. They had attended school up to the ninth or tenth grade, had a good knowledge of French, and were preparing to take the General Equivalency Diploma Examination (G.E.D.) in French. The Haitians at the Vanderveer Community Catholic Center ranged in age from 20 to 50, had poor educational backgrounds, and were speakers of Haitian Creole. One staff member commented on this group's poor living conditions, and its great need of

preparation for learning English.

The majority of the participants at Walton were Hispanics from the Dominican Republic and Puerto Rico, and had poor educational backgrounds. Most were illiterate in Spanish. Even though these participants have lived in the U.S. for several years, they have remained within their ethnic community; therefore, they do not use English much for everyday communication. However, they said they wanted to learn English to communicate with fellow Americans, and to earn higher wages.

III. FINDINGS

The findings are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

INSTRUCTIONAL COMPONENT

By June 1985, as a result of participating in the program:

-- Eighty percent of the parents will master an average of one objective per four weeks of treatment using the Criterion Referenced English Syntax Test (CREST).

-- Forty percent of the participating parents will obtain a high school equivalency diploma.

-- Eighty percent of the parents will demonstrate an improvement in attitude toward bilingual education as indicated on an appropriate education attitude scale.

-- Eighty percent of the parents will demonstrate an increased awareness of bilingual high school students' problems and needs as indicated on an appropriate inventory scale of pupil problems and needs.

-- Eighty percent of the parents will participate in one high school function/activity every two months as indicated by attendance records.

-- Eighty percent of the high school children of all parent participants will demonstrate an improvement in attitude toward school as indicated by results on a five-point inventory to measure interest in continuing education beyond their present grade, tabulating growth from pretest to posttest and ascertaining the percentage of students gaining one scale point or more.

-- Eighty percent of the high school children of all parent participants will achieve a passing grade in the subject areas of E.S.L., native language arts, mathematics, science and social studies as indicated by results on tests, using tabulation of passing grades.

-- Eighty percent of the high school children of all parent participants will demonstrate an increased attendance rate as indicated by school records.

Table 1 presents the instructional component that was to have been implemented at all sites. In practice, the program was implemented differently at each site.

The project began operating at Walton in January 1985. The parent trainer taught both E.S.L. and G.E.D. classes, which met twice a week from 5:30 p.m. to 8:30 p.m. He also organized workshops and weekly activities for staff. The project provided instructional materials that included a test used to group students homogeneously according to their English proficiency. Walton was the only site to offer child-care services for its participants.

As at Walton, the Haitian Neighborhood Service Center project began in January 1985. The parent trainer taught E.S.L. and G.E.D. classes on Saturdays from 11 a.m. to 5 p.m. The project provided materials, and grouping was done by pretesting. According to staff reports, several students from this site passed the G.E.D. examination. Eighteen other students are now preparing for this test.

At the Vanderveer Community Catholic Center, the parent trainers taught E.S.L., high school English, French, and math for 90 minutes a week for six to ten weeks, depending on session. Classes were heterogeneous because participants' skills were not assessed before placement. Materials purchased with Title VII funds were supplemented by student-purchased materials. According to project staff, the center director decided what classes were to be offered and did not allow the parent training

TABLE 1

Project TRAIN-Proposed Instructional Component
Instructional Tracks A, B, C, and D

Classroom Activities Schedule	Language of Instruction
Beginner: Level I	
English As A Second Language Survival Skills (1 period)	English*
English As A Second Language Literacy Skills (1 period)	English*
Methods and Materials Used in Bilingual Education (1 period)	Native Language** English
Intermediate: Level II	
English As A Second Language Basic Skills/Americanization (2 periods, One ESL Period Computerized)	English
Methods and Materials Used in Bilingual Education (1 period)	Native Language** English
Advanced: Level III	
English As A Second Language/ Career Awareness/Computer Literacy (2 periods, One ESL Period Computerized)	English
Methods and Materials Used in Bilingual Education (1 period)	Native Language** English
Transitional: Level IV	
High School Equivalency (2 periods)	English
Methods and Materials Used in Bilingual Education (1 period)	Native Language** English

* Although English is the principal language of instruction in the beginning levels, the native language is used when necessary.

** Native languages are Chinese, Korean, Cambodian, Haitian, and Spanish.

specialist enough flexibility to set up the project according to proposed guidelines and objectives. He also did not want childcare services to be offered at this site.

Achievement of Instructional Objectives

Because staff could not be hired until late in the project year, no data were collected to assess the participants' E.S.L. and G.E.D. performance, their attitude toward bilingual education, their awareness of their children's needs, their attendance at project activities, or their children's academic achievement and attendance. Thus, the project's instructional objectives could not be assessed.

NON-INSTRUCTIONAL COMPONENT

Workshops For Participants

Three workshops were offered at Walton High School and the Haitian Neighborhood Service Center. Topics covered in the workshops included how to find a job, how to prepare a resume, and careers for bilinguals. In addition, participants at these sites were taken to the public library and instructed in its use. According to project staff, such workshops were not offered at the Vanderveer Community Catholic Center, because the center's director did not see the need for them.

Staff Development

The project proposed to provide a series of training sessions to meet the needs of participating staff members. These sessions were to include pre- and in-service workshops, conferences, and presentations on special issues. The project director reported three staff development activities during the year: a general orientation to the program and Title VII guidelines, a session on curriculum development, and one session on program evaluation requirements.

Curriculum and Materials Development

-- By June 1985, as a result of this program, two of the five booklets for parents will be developed in English and one in each of the Native Languages (Spanish/Haitian Creole/Chinese/Korean/Cambodian) in methodologies used in Bilingual Education as indicated by their production. The others will be developed and published progressively before the end of the project.

The booklets for parents were developed during the summer.

Project Dissemination

-- By June 1985, two newsletters of the 6 newsletters planned for 3 years will have been published and disseminated to 100 percent of the parents and other interested parties.

The two proposed newsletters were developed and disseminated in September of 1985.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Because of the difficulty in hiring staff for the project, particularly for the Asian component, the parent training specialist and the Hispanic parent trainer were primarily responsible for implementing the project. With great eagerness and enthusiasm, they sent out information, recruited parents, organized activities, and took on responsibilites that were more appropriate for the project director. Staff members at the Vanderveer Community Catholic Center reported that they had limited contact with the director and communicated mostly with the assistant at the central office.

The project's instructional design was not uniform across the sites. None of the program's instructional or non-instructional objectives could be assessed accurately with the data provided. As of this report, the evaluation team has not received an O.E.A.-developed project director questionnaire from Project Train, reportedly because the staff member assigned to complete it was involved in an accident.

RECOMMENDATIONS

The following recommendations are offered for possible program improvement:

-- Project TRAIN needs more direction from the central office. Clarification of job roles and responsibilities is needed so that staff members can fulfill their assigned functions.

-- The project director needs to monitor the Vanderveer Community Catholic Center more closely. If it is beyond the scope of Project TRAIN to serve all the Haitian students at the Vanderveer Community Catholic Center, the project director might consider negotiating the selection of a smaller group of students for placement in 26-week E.S.L. and G.E.D. classes as is done at the other sites. This would result in more homogenous grouping and more consistent services at this site.

-- The project should determine how many of the TRAIN participants at community center sites actually have LEP students in school.

-- The project should collect and report data necessary to assess proposed objectives. If it cannot, then it should revise its objectives based on the data that are available to assess their achievement.